



Careers Education Information and Guidance Documentation 2025

[CEIAG Policy, Provider Access Policy, CEIG Programme]

Redden Court CEIAG Policy

Named Careers Lead: Mr M Hoque

Local Committee Link: Mr P. Maswaya



Introduction

“All children should receive a rich provision of classroom and extra-curricular activities that develop a range of character attributes such as resilience and grit, which underpin success in education and employment” (DfE, 2015).

Leaders have embedded careers education throughout the curriculum. Pupils hear from a range of visiting speakers and receive timely guidance to help them make decisions for their futures and prepare for adulthood (Ofsted 2022).

Schools have a statutory duty to provide access to independent and impartial careers education for students in Years 7-13 in accordance with the statutory guidance provided by the Department for Education. Redden Court School has welcomed the new government careers strategy and adopted the Gatsby Career Benchmarks. In the wake of proposals from Sir John Holman’s international study, these benchmarks define a world-class career guidance system. The school has thus adopted this approach in addition to a comprehensive programme of internally led activities and provision for students.

This policy sets out our School Development Plan point to continually improve the provision and structure of CEIAG at Redden Court School. It is to be reviewed annually by the Careers Lead, the Local Committee Team and Head teacher in order to be in line with the most up to date pathway options for young people. Mr M Hoque is the named lead.

Vision Statement

For all graduates from Redden Court School to progress into a career that is tailored to their personal ambitions and allows them to realise their full potential.

Statement of Entitlement

Redden Court School is committed to providing all learners (7-11) with access to progressive high quality careers information, advice and guidance to ensure that they are fully prepared for the demands of the adult world and modern life in Britain. At Redden Court, we aim to raise aspirations, challenge stereotypes and encourage pupils to consider a wide range of careers. In particular, we intend our pupils to:

- Develop a broad understanding of the world of work and an ability to respond to changing opportunities.
- Develop independent research skills so that they can make good use of information and guidance.
- Develop and use their self-knowledge when thinking about and making choices.

- Develop the skills they need to review achievements, plan future actions, make decisions, present themselves well and cope with change and transition. We recognise that the process of making career decisions is a lengthy one and that most of our pupils will make their final choices only after completing their higher education course.
- Develop students' awareness of the most current Labour Market Information to help inform their future choices.
- Have the basis to properly consider and explore their choices for their learning and careers beyond Year 11.

Staff

Staff at Redden Court School are expected to be conversant with the most up to date landscape on careers and pathways for young people, as well as the barriers that young people may face in accessing educational and employment opportunities. This will be completed via the school CPD offer and dedicated staff meetings; this, in turn, also enables staff from a broad base to help develop the overall programme.

Faculty areas should enrich their curriculum offer with a wide range of activities that facilitate learners to create links between academic study and the world of work.

All staff contribute to CEIAG through their roles within school and specialist sessions are delivered by relevant staff and selected external partners where necessary.

Responsibilities

All CEIAG activities are overseen and reported to the Local Committee, with Mr P. Maswaya being the link Local Committee Member for CEIAG by the Careers Lead (Mr. M Hoque). The Careers Lead will be supported by the Careers Coordinator (K Bones) and the Work Experience Coordinator (Mr Hutchings). Coordination of CEIAG activities within year groups is the responsibility of Heads of Year in partnership with Heads of Faculty.

Curriculum

The careers programme includes careers education sessions, career guidance activities (group work and individual interviews), information and research activities, work-related learning including one week's work experience and individual learning planning/portfolio activities. These activities are tailored to the needs of individual students, taking into account their personal aspirations and academic profiles (see Appendix 1 for tailored map). IAG is also embedded into the curriculum at Redden Court. Every year, an audit will be conducted in which Heads of Faculty will have to review the extent to which IAG features in their curriculums for each year group, and identify areas of their curriculum that could be enriched through further engagement with IAG

providers (Appendix A). The IAG team will then source resources such as external speakers or site visits that could be embedded into the curriculum. Oversight for the overall provision will fall under the Careers Lead.

Extra-Curricular Provision

There will be a commitment to providing a universal IAG provision to every year group as well as more bespoke programmes of IAG to strategically identified sub groups within each year. These groups will be identified using current attainment data and be led by HoYs to ensure that students are receiving the bespoke support that they need. This will take the form of specific sessions for specific students within each year of their Redden Court life.

HoYs will be expected to be familiar with the IAG map for their year group and the universal and tailored provision on offer to their students (Appendix 1 & 4). They will be expected to share information on their students with the IAG team, ensure that the extracurricular provision that is on offer is being targeted at the right students and lead on student voice (Appendix 4). They will also be required to identify students who may benefit from further support so that the IAG team can work in collaboration with the HoYs and pastoral team to respond to individual student needs.

Partnerships

An annual service level agreement is negotiated and agreed between the school and *Prospects Services*. As of September 2019, the school has also been part of the London Enterprise Advisor Network (LEAN), working closely with staff from that organisation as well as local business owners. The school has also subscribed to the Unifrog platform which it uses to set tasks around careers and monitors the impact of this. The Unifrog platform is also used to keep records of students' work experience placements, which are completed in Year 10.

Through these service level agreements, Redden Court School is able to provide a programme of support that is independent and impartial whilst remaining tailored to the needs of our learners. Equal attention, as necessitated by the needs of our learners, is also given to vocational and non-academic pathways beyond school.

In order to keep as many opportunities available as possible, the Careers Lead keeps networks with:

- External guidance provider / local Careers Office / LA targeted support (England)
- Other schools/colleges/regional colleges
- Training providers
- Further/higher education providers

- Employers
- EBP / Business in the Community / Inspiring the Future / School Employer Connections (as appropriate)
- Voluntary/community sector
- Mentoring organisations

Resources

Funding, and time, is allocated for CEIAG provision and learning materials including the costs of the service level agreements and material resources within the school.

The Careers Lead is responsible for the effective deployment of resources. Sources of external funding are actively sought and encouraged by the CEIAG team through regular discussions and reviews with the Trust Finance Team.

Through external partnerships and a strong emphasis on networking, much of the school's provision and support is received in kind through long or short term partnerships.

We also share best practice across the London Borough of Havering, benefitting from expertise both in the local authority as well as other local schools. The school is an active participant in the local hub network.

Students have access to a range of careers related resources;

- Each faculty has a 'careers page' online
- A Careers Hub is regularly updated with virtual events students can participate in (delivered by external providers), tips for applying to further education/higher education/jobs, subject-specific careers information, local open events, etc.
- Unifrog platform (all students have a login for this and can research careers, as well as log their own skills, complete quizzes to help guide them towards a career that suits them, amongst many other things)

Staff Development

Staff training and development is of paramount importance within the CEIAG programme at Redden Court School. This is delivered via internal and external workshops to all staff, sharing of resources and information and directed or steered by government guidance.

The Pastoral Team are specifically trained on opportunities and barriers that are typical for their year group. Curriculum leaders are specifically trained on opportunities and barriers within their subject areas. Senior leaders are trained on how whole school initiatives can improve student outcomes and pathways.

Staff briefings, bulletin messages and training days are utilised throughout the school year to ensure that CEIAG is at the forefront of the education students at this school receive. Staff constantly advise students on the links between their respective subjects and the wider world of work.

Monitoring, Review and Evaluation

The CEIAG programme is annually reviewed by the CEIAG team. All activities are evaluated by students and fed back to the CEIAG Team and Head of Years in order to ensure quality of provision.

Redden Court School ensures that there is a rigorous process of monitoring and intervention at Key Stage 4 and Key Stage 3 to track the destinations of students effectively, utilising this information to ensure that all students progress onto a pathway of sustained education, employment or training. Students who are at risk of becoming NEET are identified and supported from a very early stage. This support is delivered by a team of staff including form tutors, Head of Years, SLT and the CEIAG team.

Our approach to monitoring and evaluation is long-term. We maintain accurate records of our students beyond the school through our alumni programme and utilise destination trends to inform our practice and CEIAG content.

We will use the proformas relating to audits to help judge impact and make changes to the programme as necessary.

Provider Access Policy

This section statement sets out the school's arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997. All pupils in years 7-13 are entitled:

- to find out about technical education qualifications and apprenticeship opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;
- to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;
- to understand how to make applications for the full range of academic and technical courses.

Opportunities for access can come through a number of events, integrated into the school careers programme, that offer providers an opportunity to come into school to speak to pupils and/or their parents/carers. Opportunities beyond dovetailing our published programme are also welcome.

The school will make the main hall, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The school will also make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader or a member of their team. Providers are welcome to leave a copy of their prospectus or other relevant course literature at the school

Any provider, and any individual, wishing to discuss further CIEAG should contact

Mr Mohammod Hoque

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Email: mhoque@reddencourtcloud.co.uk

List of Linked Internal Policies (found on the school website)

- Anti-Racism
- Behaviour
- Child Protection
- Educational Visits
- Equality and Diversity
- Mables
- Health and Safety
- SEND

List of Linked External Frameworks

- Careers guidance and access for education and training providers, Jan 2018
- The Good Career Guidance Report (Gatsby)
- SFA Guidance

Approval and review

Approved by Local Committee Members on the 23 January 2024.

Date of last review: January 2025

Next review: **January 2026**

Signed: Mrs. T. Murray (Chair of the Local Committee)

Signed: Mr.A. Henry(Headteacher)

APPENDIX 1- CEIAG Curriculum Maps

Redden Court CEIAG Programme

The CEIAG Map below will outline the approximate planned offer for 2024/2025 for every student. It is split into years, universal provision, tailored provision and parental engagement.

The underlying principle of this map is:

- To promote a culture in which students at Redden Court are actively encouraged to link their learning to the world of work and future careers
- To ensure that all students at Redden Court feel supported in progressing onto a career that is tailored to their personal ambitions and allows them to realise their full potential
- To encourage all staff to be proactive in supporting students by embedding IAG into the curriculum and through a programme of extra-curricular support
- To empower parents and carers to support their children with IAG and equip them with knowledge of the most current post 16 and post 18 options
- To engage with business links and the wider community, particularly through Prospect partners to support students in contributing back to the society around them
- To share with all stakeholders the flight path through the school CEIAG programme

**The forecasted time and year group targeted with each event is approximated. These events are subject to change as and when it is necessary for the school to do so.*

***When viewing the map Term 1 equates to the school year from September-December, Term 2 is January- April and Term 3 is April- July*

CAREERS	GB1 A stable careers programme	GB2 Learning from career and labour market information	GB3 Addressing the needs of each pupil	GB4 Linking curriculum learning to careers	GB5 Encounters with employees and employers	GB6 Experience of workplaces	GB7 Encounters with further and higher education	GB8 Personal guidance
Year 7	Bespoke careers calendar in place for all year groups ensuring that GB are being met	Students will complete interest and skills quizzes on Unifrog and explore jobs which match up to these Students also have access to this through the Careers form time programme	Unifrog - Recording activities Unifrog - Careers library treasure hunt Unifrog - What are skills? Unifrog - Interests quiz Unifrog - Dream job	National Careers Week Faculty Sessions (RCS) Guest Speakers as part of PD Curriculum Subject spotlights across all faculties	There is a careers speakers assembly programme in place.	Amazon Distribution CentreTrip?	Alumni assemblies - sixth form/universities Annual careers fair	Students begin building a profile on Unifrog - interests, skills and activities
Year 8	Bespoke careers calendar in place for all year groups ensuring that GB are being met	Termly sector spotlight (form time) Workplace assemblies Students also have access to this through the Careers form time programme	Unifrog - Recording activities Unifrog - Careers library treasure hunt Unifrog - What are skills? Unifrog - Interests quiz Unifrog - Dream job	National Careers Week Faculty Sessions (RCS) Guest Speakers as part of PD Curriculum Subject spotlights across all faculties	There is a careers speakers assembly programme in place.	Vocational Trip Options Building Site?	Alumni assemblies - sixth form/universities Annual careers fair	Students continue building on their experiences on Unifrog - this incorporates experiences from PD Curriculum

Year 9	Bespoke careers calendar in place for all year groups ensuring that GB are being met	Termly sector spotlight (form time) Workplace assemblies Students also have access to this through the Careers form time programme	Unifrog - Recording activities Unifrog - Careers library treasure hunt Unifrog - What are skills? Unifrog - Interests quiz Unifrog - Dream job	National Careers Week Faculty Sessions (RCS) Guest Speakers as part of PD Curriculum Subject spotlights across all faculties	There is a careers speakers assembly programme in place.	Workplace Tour Series - Form Time	Alumni assemblies - sixth form/universities Annual careers fair	Students continue building on their experiences on Unifrog - this incorporates experiences from PD Curriculum
Year 10	Bespoke careers calendar in place for all year groups ensuring that GB are being met	Careers advisor interview Termly sector spotlight (form time) Workplace assemblies Students also have access to this through the Careers form time programme	Careers Meeting with Prospects in small groups Mock interview day	National Careers Week Faculty Sessions (RCS) Guest Speakers as part of PD Curriculum Subject spotlights across all faculties	There is a careers speakers assembly programme in place.	Work experience	RPA event NCC Taster Day Annual careers fair	Careers Meeting with Prospects in small groups Mock interview day
Year 11	Bespoke careers calendar in place for all year groups ensuring that GB are being met	Termly sector spotlight (form time) Workplace assemblies Students also have access to this through the Careers form time programme	One to One Careers meeting with Prospects during Term One Post-16 Options Assemblies/Work shop	National Careers Week Faculty Sessions (RCS) Guest Speakers as part of PD Curriculum Subject spotlights across all faculties	There is a careers speakers assembly programme in place.	N/A	Sixth Form/College Assemblies Annual careers fair	One to One Careers meeting with Prospects during Term One Post-16 Options Assemblies/Work shop

APPENDIX 2: Parental Engagement

Parental Engagement Plan for IAG – Whole School

Year 7	• Parents' Induction and Open Evenings include CEIAG as part of the transition process • Parents invited to careers fair where applicable	• Careers Programme published on website
Year 8	• Parents to be invited to a coffee session to discuss careers offer • Parents invited to careers fair where applicable	
Year 9	• Options Event and advise around planning for the future • Option surgeries • Option meetings with Deputy Head timetabling • Options discussed at Parents Evening • Parents invited to careers fair where applicable	
Year 10	• Parental engagement event on work experience and opportunity for parents to offer to host placements • Careers advisor at Parents Evening • Parents invited to careers fair where applicable	
Year 11	• Applications surgeries available for parents • Careers advisor at Parents Evening • Post 16 Progression Event to all parents • Parents invited to careers fair where applicable	

APPENDIX 4: Audit Documents

Curriculum Audit – IAG Provision Review

	Key Stage 3	Key Stage 4
Provide an outline of areas of your curriculum where you specifically cover content around careers, further academic study or the current landscape in a specific industry		
Are there any areas of your curriculum where you would benefit from an external speaker? Please provide details of the topic and the time of year that it is taught.		
Are there any areas of your curriculum where you would benefit from a site visit? Please provide details of the topic and the time of year that it is taught.		
Are there any areas of your curriculum where you could challenge your highest ability students through IAG? If so, what would this look like?		
Are there any areas of your curriculum where you could support your weaker ability students through IAG? If so, what would this look like?		

Year Team IAG Audit – Identifying Student Needs Review

Please list the students who you think could be at risk of becoming 'NEET' at 16/18	
Please list the students who you think are academically able enough to pursue a career in a selective university or profession	
Please list the students who have a named aptitude in a specific subject that would benefit from further guidance	
Please list the students who you think would benefit from additional mentoring or support in order to raise aspirations	

Student Feedback Survey for CEIAG Activity

1. Did you find this event/activity useful in getting you to understand what career you want to have?

Yes

No

2. What did you learn about in this activity/event?

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3. Has this event/activity changed your perception of this area of work?

Yes

No

4. Would you recommend this event/activity to one of your peers?

Yes

No